



**Academic Year 2026-2027
Syllabus
Effective Skills and Behaviors at Work
CFU 6
Prof Douglas Brown (5) and Dr. Paolo Augugliaro (1)**

Course Description

This module aims to strengthen each student's knowledge and understanding of 1) key issues of working in a professional environment and the dynamics of a workplace; 2) the student's abilities to communicate verbally and in writing, using styles appropriate for a professional setting; 3) to develop their interpersonal skill and, in particular, in negotiating in a competitive environment; 4) to use and strengthen their interpersonal skills in delivering a cooperative presentation, and, additionally, 5) it aims to strengthen each student's personal confidence and capacities in starting and shaping their career, including, 6) in understanding and producing documents useful to use in the 'professional marketplace'.

Students will learn about key management approaches and competencies in the workplace regarding planning, decision-making, verbal and non-verbal communication, and will have the opportunity to practice these techniques and skills, to support their professional growth. A wide variety of employment and workplace topics will be covered, tailored to the needs and interests of the student group.

It will cover the writing of clear and engaging CVs & Resumes, Cover Letters, and Personal Statements - 'personal marketing material' - which can be used when applying for jobs, apprenticeships, placements and further studies. It will also focus on identifying opportunities, and on strengthening job interview skills through practical exercises.

Knowledge of practices will be strengthened with professional workplace visits by students during the course.

Teaching Method

The topics will be covered using a mix of lectures, class discussions, class presentations, role plays and exercises giving the students opportunities to deepen their knowledge, explore the concepts, and demonstrate their understanding of the material. Regular class attendance and active participation are expected, as they are key to achieving the learning outcomes. As well as using diagnostic assessments, and the presentation of formative assignments, as the students will be expected to prepare and carry out original research and to present the results in class. For the written assessment, the student will then submit an individual written Learning Portfolio detailing and reflecting upon specific themes covered by the lectures, discussions and exercises.

Schedule of Possible Topics (depending upon the needs of the class and students)

Topic 1	Management Skills in the Workplace Leadership and Team Working Change Management Human Resource Theories Problem Solving and Analysis
Topic 2	Project Management The theory of Project Management Lectures with practical exercises A practical group project to plan, coordinate and deliver a class presentation that draws upon their knowledge and interests
Topic 3	Negotiation strategies and techniques Unfair tactics and countermeasures Negotiating in an international environment
Topic 4	Communication Skills Working in teams Group roles and dynamics Interpersonal skills
Topic 5	Formal Written Communication Writing Styles of Essays and Academic Papers Research, Citation, Plagiarism and the academic use of AI Report Writing Report Presentation
Topic 6	Tools and Techniques for Career Management Writing CVs and Resumes Writing Cover Letters and Personal Statements Lectures with practical exercises Interview Skills Techniques for career planning and job hunting Networking

Textbooks and Materials

Throughout classes, the Professor will draw material from the following publications:

Topic 1: Covey, S.R. (2004) *7 Habits of Highly Effective People*, Simon and Schuster, London

The Essential Manager's Handbook (2016), DK, Penguin Random House, London.

Topic 2: Newton, R. (2007) *Project Management Step by Step*, Pearson Business, London.

Topic 3: Fischer R., Ury W., (2012) *Getting to yes*, Random House Business Books, UK

Shopenhauer A., *The Art of Always being right: 38 stratagems to win in an argument*, Brett M.B. (2014)
Negotiating Globally, Jossey Bass - John Wiley & Sons, USA

Topic 4: Morris, D. (2002) *People Watching, the Desmond Morris guide to body language*, Vintage, London.

Pease, A. & Pease, B. (2004) *The Definitive Book of Body Language*, McPhearsons, Australia

Kuhnke, E. (2012) *Body Language for Dummies, 2nd Edition*, John Wiley & Sons, England.

Topic 5: Reid, M. (2012) *Report Writing*, Palgrave Macmillan, London.

Bowden, J. (2011) *Writing a Report, 9th Edition*, How to Books, London.

Topic 6: Whitmore, T. (2021), *How to Write an Impressive CV and Cover Letter: A Comprehensive Guide for Jobseekers*, Robinson, UK.

Moses, B. (2003) *What Next? The complete guide to taking control of your working life*, DK, London.

Tupper, H. and Ellis, S. (2020) *The Squiggly Career – Ditch the Ladder, Discover Opportunity, Design Your Career*, Portfolio Penguin, UK.

Rogers, J. (2011) *Job Interview Success: Be Your Own Coach*, Open University Press, UK. Kennedy, J.L. (2011) *Job Interviews for Dummies*, 4th Edition, Wiley, UK.

A number of these publications are in the university library and other readings, sources and books can be supplied by the professor. It is also expected that other relevant sources will also be identified and used by students.

Assignments, marking and final grade

During the classes, students are expected to work actively in small groups and to be part of the delivery of group presentations in class. The final assignment will be for the student, individually, to submit a Learning Portfolio detailing and reflecting upon specific themes covered by the lectures, discussions and exercises.

Students' attendance, active class participation and preparation will be noted, and this will be reflected in their final written work, which is based on that participation. The final mark will be 100% for the final written work and reflection in the Learning Portfolio.

Students who do not submit by the agreed due date, or fail the work assignments, will be required to fulfil the exam requirements of non-attending students, and be marked accordingly.

Students will also be considered not-attending if they will be absent to the 2 days of training on 1) Negotiation strategies and 2) the work-visit to the relevant professional organisation.

Non-attending students will be expected to read the course material set by the professor. They will also be expected to submit a Learning Portfolio comparable to the one of the attending students, plus include extra assignments to make up for missing presentations. The final mark will include 100% for the enhanced Learning Portfolio.

Following submission of both attending and non-attending students, if excessive use of AI is indicated, the submitted work will be rejected. At a suitable point the student will be tested in an oral exam which will examine their knowledge of their written work and the overall course material. It will be comprised of a series of questions requiring answers that clearly show familiarity with the themes and theories of the course. The final mark will consist of 50% for the written work and 50% for the oral exam.

Office hours

Prof. Brown is happy to meet students before and after classes, and by arrangement.

E-mail

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NOTE: If you are an **Erasmus** or a **non-Global Governance** student who would like to attend one or more courses in the Global Governance programme, please be aware that, before enrolling in the course, you should have read the **code of conduct** and the procedural rules characterizing our programme. We assume that, if you enroll in the course, you have read and accepted all Global Governance values and rules. Notice that attendance is expected from the very first lesson and you need to attend at least 75% of the course to be considered an attending student.

Description of the methods and criteria for testing learning

The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the programme, consequentiality of reasoning, analytical ability and autonomy of judgement. In addition, language property and clarity of presentation are assessed, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).

The final grade will be related 70% to the degree of knowledge and 30% to the expressive capacity (written and oral) and autonomous critical judgement demonstrated by the student.

The examination will be graded according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalisations and limited critical and judgement skills; the topics are exposed in an incoherent manner and with inappropriate language.

18-20: barely sufficient knowledge and understanding of the topics, with possible generalisations and imperfections; sufficient capacity for analysis, synthesis and autonomy of judgement; the topics are frequently exposed in an inconsistent manner and with inappropriate/technical language;

21-23: surface knowledge and understanding of the topics; ability to analyse and synthesise correctly with sufficiently coherent logical argumentation and appropriate/technical language.

24-26: fair knowledge and understanding of the topics; good analytical and synthetic skills with rigorously expressed arguments but not always appropriate/technical language.

27-29: complete knowledge and understanding of the topics; considerable capacity for analysis and synthesis. Good autonomy of judgement. Arguments presented in a rigorous manner and with appropriate/technical language.

30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.
